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IDT - 5000: Instructional Design

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I want to introduce my task analysis by stating the instructional problem which has been derived from a scenario which I have encountered in my career working within the property management industry. First, I needed to decide if instruction was the right solution. Some outcomes may not require instruction so this step is important in the instructional design process. Next, I looked to understand the types of need that would satisfy the training. Then, I turned my attention to the learning styles and characteristics of the person or people that would benefit from the instruction. After completing these steps, I was able to start my procedural task analysis for my instructional problem.

The problem has been identified, and Company A has experienced a decrease in the retention of current residents which are affecting operational budgets and overall monetary gains. The decreasing retention rate of current residents can be a direct correlation with operational or customer service practices from on-sight (primary) as well as off-sight (secondary) personnel. We need to increase the contact rate from employees to current residents by using more efficient correspondence techniques within an industry standardized timeframe. All on-site, property employees need to upload responses and follow-up replies within the new remote communication system for ease of access.

My procedural task analysis align with my instructional problem because the more broad tasks needed for the solution can be broken down into steps, which are created for easier instruction. In other words, this analysis follows the problem set forth because there are both observable and unobservable behaviors that each employee will be responsible to convey in order to complete those tasks (Morrison et al., 2019). For example, technical training, which is an observable behavior, was identified as a type of need due to the integration of a new remote

communication system. As well, this analysis aligns with the problem laid out because soft-skill training, which is an unobservable behavior, was also identified as a type of need due to the cognitive ability of the employees to create message replies in order to solve their assessment of resident inquires.

In meeting with a Subject Matter Expert, I would be able to gather immense insight into the knowledge surrounding the operational procedure of the new remote communication system. If a Subject Matter Expert was available, I would have the SME walk through the operational process step-by-step, and I would analyze this process to create the instructional steps to maximize employee learning (Morrison et al., 2019). For the purposes of this assignment, we will assume that I have a Subject Matter Expert to establish the necessary steps for instruction.

The following is a task analysis for employees to upload responses and follow-up replies within the new remote communication system.

1. Accessing the new communication system:

    A. Search for Resident Portal by Entrata using the Google Play Store for all Android Devices (Search using Apple Store for all iOS Devices).

    B. Confirm the correct application is selected by clicking “About this app”. (Visual Cue: Press the arrow to the right of the title “About this app”).

        i. Scroll down to the section titled App info.

        ii. Identify that the version of this application is correct (The proper version is 5.9.1).

        iii. Identify that the company name is Entrata, Inc.

        iv. Identify that the released on date is Apr 18, 2014.

C. Once confirmed, select the back arrow to return to the previous screen (Visual Cue: The previous screen will display title “About this app”).

D. Press the download icon underneath the application photo.

2. Create login information to access the new communication system:

A. Select the register icon.

B. Input the designated employee email address associated with the property (Visual Cue: Enter username icon should be identified)

C. Create an initial password (Visual Cue: Use the criteria within the information icon).

i. Confirm the initial password with correct resubmission on the following prompt (Visual Cue: Prompt is labeled Re-enter Password).

D. Identify the correct property name.

i. Identify the drop down menu (Visual Cue: A list of property names will appear in alphabetical order).

E. Select register icon.

i. An email will be delivered to the assigned email address for employee confirmation of registration (Visual Cue: Email inbox notification at top left corner of the device).

3. Locating reply messages in the new communication system:

A. Select the home screen’s menu tab (Visual Cue: Three horizontal bars will be displayed in the left top corner).

B. Identify the messages icon and press the tab accordingly (Visual Cue: All unread messages will appear in order from the date of submission).

C. Select the first unread message.

i. Identify the resident information

ii. Verify the resident's street number

iii. Verify the resident's name

iv. Identify the resident email address to confirm the method of communication (Visual Cue: If no email address is present, identify the phone number to respond through the text messaging feature).

4. Preparing response messages in the new communication system:

A. Upload prescript template from desktop using the copy and paste feature (Visual Cue: All prescript messages must follow D.A.N.C.E.)

i. Directly Answer Noun's Cause and Effect.

ii. Comprehend the elements of D.A.N.C.E within the message.

B. Draft message with industry standard Federal Housing Act (FHA) guidelines.

i. Recognize the elements of the Federal Housing Act that requires all landlords to treat all applicants and residents equally. It is a violation of the FHA if you apply one set of standards for certain people, but a different set of standards for a different group of people.

C. Analyze the resident reply to determine the proper response and information needed for the resident inquiry (Respond with the correct information).

5. Sending the response messages in the new communication system:

A. Analyze the resident reply and respond with the appropriate information needed for the resident inquiry (Visual Cue: Respond with the correct information for the correct resident within the correct standardized timeframe).

i. Organize the solutions for the resident's inquiry prior to submitting the response message (Recognizing possible solutions will allow the employee to create the best response for the cause and effect).

ii. Establish that the industry standard D.A.N.C.E is organized with each response.

iii. Review that the message is being sent within four business hours of the initial resident reply (Visual Cue: If the message is not sent within the standard timeframe, the employee will contact resident via phone and confirm the content of the conversation with a message).

B. Select compose new message (Visual Cue: This will start a new conversation).

C. Create the response message demonstrating the Fair Housing guidelines. (Visual Cue: Prescript messages may not be available for individualized responses).

D. Select send message when all criteria has been completed (Visual Cue: The sent message will display as sent within the messages icon under the menu tab).

The content structure for my procedural task analysis provides a scheme for identifying the information that is required to break down the tasks into the steps needed for the employee to learn (Morrison et al., 2019). Each step integrated within the procedural analysis should include three questions of reference, which are, "What does the leaner do?; What does the learner need to

know to complete each step?; and What cues inform the learner that either there is a problem, the step is completed correctly, or a different step is needed?" (Morrison et al., 2019, p. 82-83). These questions can be identified as the steps, the knowledge and the cues that should be analyzed for proper evaluation (Morrison et al., 2019). First, the steps are listed in numerical order within my analysis from 1 through 5. Second, the knowledge needed to learn the material are identified with alphabetical symbols (e.g., A, B, and C). Lastly, the cues are displayed in parentheses, using the phrase visual cues.

After the task analysis has been completed, the next phase of the process would be to identify the instructional objectives. Objectives give the ability, as referenced in the textbook, to select and organize instructional activities and resources that facilitate effective learning. These objectives also give us the guidance or framework to best evaluate the learning performances of the employees (Morrison, et al. 2019).

1. Given the new technology, all primary personnel will apply the new communication system remotely, and they will construct message responses to directly reply with residents.
2. After completing this unit, the personnel will be able to recall the necessary steps to access the new communication system
    a. Recall the steps for searching the proper software (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).
    b. Recall the steps for confirming, selecting, and downloading the correct software (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

3. Given the new software, all personnel will be able to create the correct login information

    a. Recall the registry icon (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    b. Recall the correct information necessary for inputing the username (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    c. Demonstrate the proper criteria for creating the password (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    d. Recall the correct property information (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    e. Recall the method of confirmation for establishing a new account (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

4. Given the new software account, all personnel will identify and recall the steps for locating the resident reply messages

    a. Recall the proper home screen location (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    b. Recall and identify the proper icon for messages (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

    c. Recall the steps for identifying the proper criteria to select unread messages (Domain: Cognitive, Level: Knowledge, Content Structure: Fact, Performance: Recall).

5. Given the correct system messages, all personnel will be able produce and prepare correct response messages.

    a. Prepare and produce messages using the proper D.A.N.C.E. criteria (Domain: Cognitive, Level: Application, Content Structure: Principles and Rules, Performance: Application).

    b. Demonstrate correct Federal Housing Act guidelines (Pirulis, 2020) (Domain: Cognitive, Level: Application, Content Structure: Principles and Rules, Performance: Application).

    c. Ensure that the correct response is demonstrated for the information provided by the resident (Domain: Cognitive, Level: Analysis, Content Structure: Principles and Rules, Performance: Application).

6. Given the proper preparation techniques, all personnel will be able to demonstrate sending the correct response for all resident replies.

    a. Analyze the appropriate response needed based on the information given from the resident (Domain: Cognitive, Level: Analysis, Content Structure: Principles and Rules, Performance: Application).

    b. Recall the step necessary to start a new conversation (Domain: Cognitive, Level: Knowledge, Content Structure: Facts, Performance: Recall).

    c. Demonstrates the ability to create and identify when a blank message is required (Domain: Cognitive, Level: Analysis, Content Structure: Principles and Rules, Performance: Application).

d. Organizes and constructs all of the components for the response message meets the industry standard criteria (Domain: Cognitive, Level: Synthesis, Content Structure: Principles and Rules, Performance: Application).

To delve more in-depth, I attempted to organize my content structure using the Bloom's Taxonomy (Smith et al., 2019), and the Merrill Performance-Content Matrix (Merrill, 1983). This allowed me to identify both the levels of learning and the basics for beginning the development of the instructional strategies.

For example, the Bloom's Taxonomy indicates that using the action verbs "apply" and "construct", the level of knowledge needed to accomplish the proper level of instruction will result in the employee's ability to apply knowledge, facts, techniques and rules to solve problems with new situations (Smith et al., 2019).

Along with the Bloom's Taxonomy, I also incorporated the Merrill's Performance-Content Matrix, as described in table 5.7 within the textbook, to identify the content and classify my objective into categories to encourage the most appropriate instructional strategy (Morrison et al., 2019). These categories are facts, rules, and procedures. Within the performance-content matrix, each of these categories are separated into one of two subcategories, which are established to evaluate the learning performance. These subcategories are listed as performance recall and performance application (Morrison et al., 2019). My measurable objective is that all primary personnel will apply the new communication system remotely, and they will construct message responses to directly reply with residents. The fact structure is determined within this procedural objective by evaluating that all primary personnel will apply the new communication system, which has a subcategory of performance recall. These objectives are measurable because

they classify the content (e.g., apply Resident Portal by Entrata) and the performance (e.g., recall steps for accessing the new communication system) of the employee. The principles and rules structure is that the primary personnel communicates directly with residents, which has a subcategory of performance application. This objective is measurable because the content (e.g., communication) for the industry standard knowledge for the Federal Housing Act as well as D.A.N.C.E. must be achieved and the performance application (e.g., directly with residents) is the preparation needed from employees to respond with residents.

This instruction is needed so that the employees can operate the remote communication system properly. With the implementation of this new technology, we need to equip all on-site personnel with the procedures necessary to achieve the standardized resident correspondence and follow-up replies. By instructing the primary personnel on these techniques, we can allow for immediate resident feedback and timely resolution procedures to be concluded. This will encourage higher rates of contact between personnel and residents. Once this is accomplished, we can successfully retain residents currently living at our properties.

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